

**DELAWARE STATE BOARD OF EDUCATION
CTE Committee**

Meeting Minutes

John W. Collette Education Resource Center
Conference Room A
35 Commerce Way, Dover, DE 19904
September 11, 2019
2:30p.m.

Members Present: Vince Lofink, Luke Rhine, Liza Bartle, Matthew Burrows, Suzanne L. Burton, Ed Capodanno, Anthony Carmen, Manera Constantine, Barry Crozier, Jodine Cybulski, Jennifer Davis, Terrell Holmes, Betsy Jones, Ashley Lipson, Bill Potter, Denise Purnell-Cuff, Justina Sapna, Jon Sheehan, Bryon Short, Mark Stellini, Maureen Whelan and Representative Kimberly Williams.

Others Present: Jenna Ahner, Debbie Panchisin, Colleen M. Conaty, Lisa Stoner-Torbert and Dawn McHugh.

I. Welcome and Introductions

Mr. Vince Lofink, State Board of Education member, called the meeting to order at 2:32p.m. He provided background on the Committee and an overview of the meeting agenda.

II. Approval of August 14, 2019 Meeting Minutes

A motion was made by Mr. Crozier and seconded by Mr. Short to approve the August 14, 2019 meeting minutes as presented. *The motion carried.*

III. Outreach Strategies and Stakeholder Engagement

Ms. Jenna Ahner, Executive Director, State Board of Education, reviewed the purpose and objectives of the State Board of Education's CTE committee and the timeline for state plan development and approval. Ms. Ahner reviewed the goals and focus areas for upcoming meetings. She noted that future meetings of the committee will begin at 2:00pm. The committee discussed the discussion prompts document which outlines context, discussion questions, and recommendation question for topics that the committee will consider.

Ms. Ahner shared that from October through December the committee will be focused on providing input on programmatic, fiscal, and accountability components under the Act. During this time, committee members will also engage with representative stakeholder groups for input, present information on the State Plan development, and share information about the public survey.

Ms. Ahner provided an overview of the stakeholder engagement document that was drafted based on the input provided at the August 14th meeting. Committee members will be asked to review the list of groups or organizations and update the point of contact information, as needed. The point of contact will schedule a meeting/presentation with the stakeholder group to share Perkins V information and encourage stakeholders to submit feedback via the online survey. Committee members should update the process tool to reflect status of engagement and record the number of stakeholders engaged. Ms. Ahner shared information regarding resources available related to stakeholder engagement, including presentation slides, talking points, informational briefs, and an online survey. She provided additional information on the formal public comment period which will likely occur from December through mid-February.

IV. Overview and Discussion of Programmatic Components of Full Four-Year State Plan

Mr. Rhine provided an overview of the small group activity. He provided an overview of first the two discussion topics.

The committee broke into two groups. Group 1 discussed CTE programs of study and the career pathways system. The group discussed work underway related to this topic and asked clarifying questions about current practice. The group considered the following questions:

- *How can Delaware facilitate meaningful collaboration with employers and promote alignment between high school CTE programs and postsecondary programs as well as across postsecondary programs (e.g. certificate to Apprenticeship to two- and four-year degree programs)?*
- *How should Delaware engage employers and employer associations in the development of college and career readiness programs in middle school, high school, and postsecondary education?*
- *How should Delaware articulate CTE programs of study across secondary and postsecondary education as well as across postsecondary institutions (e.g. certificate to Apprenticeship to two- and four-year degree programs)?*

The group discussed the benefit of employer engagement within and across the education and workforce system. Opportunities for employer outreach was best organized at the school district and county level, with consideration for statewide efforts. At the school district and county level, employer engagement should occur through local advisory committees, in program development and improvement, as well as through work-based learning programs. At the county or state level, employer engagement should occur to align education and workforce programs, present labor market information, and better engage the community. The group discussed expectations for CTE program of study alignment across the secondary and postsecondary systems and across certificate, apprenticeship, and two-year degree programs. The group felt that instructional programs should align where available and appropriate to facilitate continuing education and workforce participation. Further, secondary programs should align to a variety of postsecondary programs, including credential, apprenticeship, and two- and four-year degrees, where appropriate to the occupation. Postsecondary programs should culminate in a valued industry credential. This credential could then serve as the basis for institutional alignment across an occupation or occupational grouping for youth or adult learners as they transition into higher levels of education and the workforce.

Group 2 discussed middle school CTE programs and work below Grade 7. The group discussed work underway related to this topic and asked clarifying questions about current practice. The group considered the following questions:

- *What types of college and career readiness programs or activities (both in school and out of school or within the community) should exist in middle school to support youth to develop academic, technical, and social-emotional skills?*
- *What grades should be included in Delaware's definition of middle school CTE programs?*
- *What expectations/goals should be established for middle school CTE programs? And what essential components are necessary to prepare youth for high school and entrance into a college and career preparation program?*

The group discussed the benefit of having career programming available in 6th grade, with a focus on opportunities for students to explore different career areas and gain exposure to a broad range of careers. The group discussed the opportunity for programming in middle grades to help students build foundational skills, employability skills, and to begin to understand their strengths. The group discussed the importance of creating consistent opportunities for students throughout the state. They discussed the importance of middle school career programming connecting with Delaware's labor market needs and higher education institutions. The group discussed possibility of having middle school programs connect to high school programs. The group also discussed opportunities to engage parents and share information with them.

The group reconvened. Mr. Rhine provided an overview of the next two discussion topics.

The committee broke into two groups. Group 1 discussed supporting all youth to become college and career ready with a focus on student equity and special populations. The group discussed work underway related to this topic and asked clarifying questions about current practice. The group considered the following questions:

- *How can Delaware provide access to and build supports for every youth and adult learner to be successful in a college and career readiness program?*
- *How can Delaware ensure that every student and adult learner has access to, and support throughout the secondary and/or postsecondary CTE program that most aligns with their educational and career goals?*
- *What information, tools, resources, etc. are needed at the state level for every student and adult learner to enter into and be successful in a college and career readiness program?*

The group discussed opportunities to use funding to provide greater access and supports for low-income students and students with disabilities. They discussed the availability of career pathways for incarcerated youth and the lack of supports or summer school for students related to their career pathway. The group discussed interest in helping students identify their strengths and interests at an earlier age. The group discussed opportunities to support families in understanding the types of pathways and where they are available. Members discussed the possibility of using open houses to better communicate availability with parents. Members also discussed opportunities to support student transportation and to cover costs for credentialing assessments or materials. The group discussed opportunities to increase access to work-based learning with clear processes around how to address current barriers, such as transportation, bus passes, and support for clothing or materials.

Group 2 discussed operational routines for secondary and postsecondary recipients, including local needs assessment, local stakeholder engagement, and local application for funds. The group discussed work underway related to this topic and asked clarifying questions about current practice. The group considered the following questions:

- *How can local education agencies and postsecondary institutions best engage the community to complete the local needs assessment and local plan to provide supports to and/or prepare educators/faculty, to implement high-quality CTE programs, and allocate resources to support youth and adult learners?*
- *In what areas should the local needs assessment be directive? In what areas should the local needs assessment be open-ended?*
- *Should information from the local needs assessment be made public? If yes, what information would help the public to engage with local education agencies and postsecondary institutions?*

The group discussed operational routines for secondary and postsecondary institutions that receive Perkins funds. They discussed that local advisory committees, which consist of employers and community partners, should be leveraged to complete the local needs assessment and local plan. Consideration should be provided to guidelines and facilitation of the local needs assessment, with specific input needed from individuals outside of the education system in terms of program improvement and resource allocation. The group felt the local needs assessment should focus on the high level needs of the secondary or postsecondary institutions, including program quality and alignment to the labor market, the recruitment of teachers/faculty, focus on youth and adult access to CTE programs and outcomes, and help to surface additional areas of interest at the local level. The group felt that the needs assessment should directly connect to the local application and financial request. The group also felt that these activities should occur within the guidelines of the school district or postsecondary institution broader strategic plan.

V. Public Comment

No public comments were received.

VII. Next Steps and Adjournment

Mr. Rhine shared that follow-up will be coordinated via email. The next meeting is scheduled for October 9, 2019 at 2:00p.m.

The meeting adjourned at 4:31p.m.